

# ESOL 1310: Reading English as a Second Language

Hybrid Class

CRN: \_\_\_\_\_ - Semester/Year: **Fall 2017**

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Office hours:

- **Instant messaging in the Blackboard IM platform (Monday & Tuesday 3:00 – 5:00 pm)**
- **Traditional UTEP webmail (Replies within a few hours M-F)**

## Course description

This course is designed to develop effective academic reading skills, with emphasis on vocabulary development, text analysis, and critical thinking required for favorable academic performance at the college level. It is also designed to support the development of writing skills by creating a link between reading and writing. In addition, the course is designed to help students develop effective reading strategies, reading fluency, and techniques for vocabulary learning. These strategies and techniques will be applied to different types of texts, both written and multi-modal genres, in order to expand students' understanding of the relationships found between writers, texts, and readers.

## Online course delivery

This section of ESOL 1310 is delivered in an online format with the instructional sessions and additional components (assignments, peer-reviews, discussion boards, quizzes, and presentations) conducted on-line. Online classes demand that students develop good organizational and time-management skills; that they interact with instructors and classmates via computer-mediated communication as needed or required, and that students develop the ability to work independently. As with any other class, it is important to *attend* all sessions and it is crucial to devote the necessary computer time to the class (see *attendance* policy below).

## Objectives

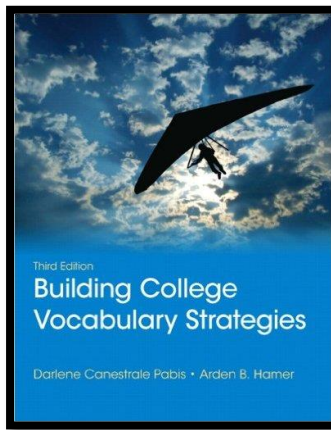
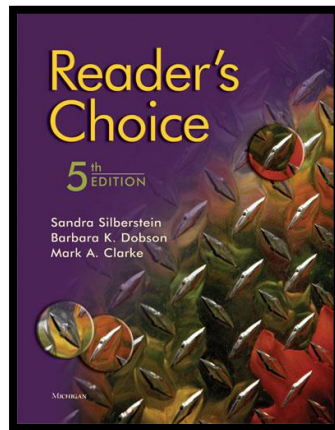
At the end of the course, students will be able to:

- Read and understand a variety of texts reflecting different genres and topics, including multi-modal/digital texts;
- Analyze the structure and organization of ideas in a text, both in terms of development and coherence/cohesion;
- Identify main and secondary ideas, as well as important information and supporting details, in texts of different lengths;
- Use a variety of reading strategies (e.g., skimming, scanning) to extract information from texts;
- Recognize information presented in implicit ways, i.e., reading between the lines;
- Generate outlines and synthesize texts, paraphrase and summarize text excerpts;
- Understand text conventions (format, structure, register, expectations, assumptions) associated with different genres, both academic and non-academic;

- Generate personal responses or reactions to texts in written (free-writing, journal writing, online discussions) and spoken modes (in-class discussions, oral reports) in order to promote critical thinking and logical argumentation;
- Answer general and specific comprehension questions about texts in a variety of formats, especially those common on reading tests (open-ended, multiple-choice, true-false, essay questions);
- Expand active and passive lexical knowledge through specific vocabulary learning activities and through extensive reading;
- Recognize the important of register in academic reading/writing and acquire and use words, phrases, and formulas commonly used in school-based genres (lecture notes, university announcements, catalog information), as well as in academic and professional texts;
- Access and use prior knowledge to predict, understand, and evaluate what is read.
- Use dictionaries and thesaurus efficiently;
- Pose questions about a text’s point of view and the author’s arguments and evidence.
- Self-monitor comprehension while reading and self-assess one’s level of understanding.

**Required textbooks/materials:**

1. Silberstein, S., Dobson, K., & Clarke, M. (2011). *Reader’s choice* (5th Ed.). Univ. of Michigan Press.
2. Pobis, D. C., & Homer, A. B. (2014). *Building college vocabulary strategies* (3rd ed). Pearson.
3. A USB drive or cloud service to save work completed.



**Teaching approach**

Reading a text involves a process that relies on both the readers’ knowledge of the world, background knowledge of the theme or topic at hand, skills to decode and interpret the ideas presented in a texts, as well as familiarity with the way information is presented in different types of texts and in various discourse communities. Both intensive and extensive reading activities, as well as guidance, support, and practice are necessary to become a good reader. Thus, it is essential to devote time to, and focus attention on, reading, and to be willing to actively participate in class activities. In this course, most class sessions are devoted to improving reading skills, learning vocabulary, developing critical thinking, and conducting reading-to-write activities.

## Homework assignments

In order to maximize reading time, many texts must be read at home. It is crucial to dedicate time outside of class to reading, analyzing, and responding to texts, and to completing related assignments. Failure to complete homework assignments or lack of effort in completing these can lower the course grade considerably or result in a failing grade.

## Grading

Course evaluation measures include quizzes, mid-term and final exams, as well as homework. Active participation in class and completion of reading-to-write assignments also are evaluated. No make-up quizzes or exam are given. Exceptions to this rule can be made only in case of appropriately documented illness or serious medical issues (see course policies below).

The course grade is determined as follows:

<b>Speaking Activities</b>	<b>20%</b>	Speaking Activity 1 (5%)	Speaking Activity 2 (5%)	Speaking Activity 3 (5%)	Speaking Activity 4 (5%)
<b>Assignments</b>	<b>20%</b>	Assignment 1 (5%)	Assignment 2 (5%)	Assignment 3 (5%)	Assignment 4 (5%)
<b>Journals</b>	<b>10%</b>	Journal 1 (2%)	Journal 2 (2%)	Journal 3 (2%)	Journal 4 (2%)
<b>Quizzes</b>	<b>10%</b>	Quiz 1 (5%)			Quiz 2 (5%)
<b>Discussion Boards</b>	<b>10%</b>	DB 1 (2%)	DB 2 (2%)	DB 3 (2%)	DB 4 (2%)
<b>Midterm Exam</b>	<b>15%</b>	Written Midterm Exam (5%)			Oral Midterm Exam (10%)
<b>Final Exam</b>	<b>15%</b>	Written Final Exam (5%)			Oral Final Exam (10%)

Grades are assigned on this scale:

<b>A</b>	90 – 100%
<b>B</b>	80-89%
<b>C</b>	70-79%
<b>D</b>	60-69%
<b>F</b>	0-59%

*In order to pass the course, a grade of "C" (70) or higher must be obtained. If a lower grade is obtained, the course must be re-taken.*

## COURSE POLICIES

### Assignments

- All assignments must be completed and turned in on the scheduled dates and the corresponding exams taken on scheduled dates in order to obtain a passing grade. Late work will not be accepted. No make-up exams will be given. Exceptions to these rules may be considered only for properly documented medical emergencies (or similar extraordinary circumstances).
- All work must be edited and revised. Written assignments that do not conform to the specifications outlined by the instructor may receive a failing grade. Students are strongly to

consult with ESOL tutors/instructor (depending on availability) in order to revise and edit their work before submitting it.

### **Academic honesty**

- Students are expected to adhere to and comply with standards of academic honesty. Academic dishonesty will not be tolerated. All cases will be reported to the Dean of Students for administrative and/or academic sanctions, which may include expulsion. All work submitted must be original (created by each student for the class) and any information from external sources must be properly cited. Work from other courses may not be submitted for a grade. Forms of academic dishonesty include (but are not limited to): collusion—lending one's work to another person to submit as his or her own; fabrication—deliberately creating false information on a works cited page, and plagiarism—the presentation of another person's work as one's own (i.e., copying parts of or whole papers off the Internet).
- Any type of cheating or plagiarism constitutes a violation of University policies and of the code of conduct to which all students must adhere. Violations are reported to the Dean of Students. See the website at <http://www.utep.edu/dos/acadintg.htm> for more information.
- As in any course, each student MUST do his/her own work. However, this does not rule out getting assistance or guidance from the class instructor or University tutors. It is important to differentiate between this type of help and non-acceptable types. Some examples of 'help' that is NOT acceptable include copying papers or parts of papers, copying on tests, using "cheat sheets," having someone else do one's work, letting someone else change parts of one's work, or using texts from a published source (magazine, book, or newspaper) without proper documentation.

### **Copyright and fair use**

*The University of Texas at El Paso requires all members of its community to follow copyright and fair use requirements. Students are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend students nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject students to federal and state civil penalties and criminal liability, as well as disciplinary action under university policies.*

### **Students who may require special accommodations**

- Students who need special instructional accommodations due to a permanent or temporary disability are strongly encouraged to consult personnel in the Center for Accommodations and Support Services (CASS), located in the East Union Building, room 106. Students with a documented sensory and/or learning disability may receive special accommodations according to university policies. It is the student responsibility to contact the instructor after contacting the CASS to ensure provision of such accommodations.
- *Monday thru Friday 8:00a.m.-5:00p.m.  
Phone:(915) 747-5148*

### **Attendance and participation in class**

- Attendance/active participation is mandatory. All in-class and/or online activities are designed to help students learn the material and acquire effective skills and strategies. Instructors may drop students from the class if they miss too many classes (if a student misses an online assignment, he or she will be considered absent) or class performance shows a lack of effort.

**Important Note: The syllabus provides a general plan for the course; modifications may be necessary and implemented as a result of students' needs, course development, and classroom life in general.**

## Professionalism

### Discussion Boards

- Students should post answers to each discussion questions (no less than 150 words) by Thursday at 11:59 pm. The answers should be brief, meaningful, well thought-out, and grammatically correct. The follow up responses (replies to two classmates – no less than 50 words) must be posted in the following three days, in other words, Sunday at 11:59 by the latest.
- Students will be responsible for reading their peers' responses and interacting with them in a constructive manner.

### Quizzes and Exams

- Some quizzes will be given via Blackboard. Quizzes will be timed (no more than 15 min.)
- It is important for the students to know the material beforehand as only one attempt is given to answer each of the questions.
- Quizzes will be multiple-choice and exams will be a combination of different sort of answers.
- Quizzes will be available for a working week (M-F).

### Effective Electronic Communication

(Based on Doering's 2013: Netiquette: Rules of Behavior on the Internet)

- **Identify yourself:** Begin messages with a salutation and end them with your name.
- **Include a subject line:** Give a descriptive phrase in the subject line of the message header that tells the topic of the message (not just "Hi, there!").
- **Avoid sarcasm:** People who do not know you may misinterpret its meaning.
- **Use appropriate language:** Avoid coarse, rough, or rude language; observe good grammar and spelling.

Use appropriate emoticons (emotion icons) to help convey meaning. Use "smiley's" or punctuation such as :- ) to convey emotions. See website list of emoticons at <http://netlingo.com/smiley.cfm> and <http://www.robelle.com/smugbook/smiley.html>.

- **Avoid "flaming":** (online "screaming") or sentences typed in all caps.

### Technical Requirements

- Sufficient technology (Microsoft Office, Adobe Flash, UTEP's email account, and Adobe Acrobat Reader) and Internet access is required to complete online classes when you take an undergraduate college course at The University of Texas at El Paso.
- *The University of Texas provides free 24/7 Helpdesk support to academic students and faculty members teaching on-line through the Tech Support Company.*
- Blackboard shell will contain a space for miscellaneous questions or concerns where students can ask their classmates for general guidance. Posts made to this discussion will not be required and will not be graded.

**Tentative Weekly Schedule** (subject to change)

<b>WEEK</b>	<b>TOPICS &amp; DUTIES</b>		
1	Course Introduction: Texts and using the “vocabulary” text <i>Reader’s Choice</i> , Chapter 1 <i>Building College Vocabulary Strategies</i> , Chapters 1 & 2	<b>Speaking Activity 1:</b> Introducing Myself (video) <b>DB 1:</b> Advantages and disadvantages of offering free Wi-Fi in a café	Syllabus Quiz (no grade assigned)
2	Reading strategies and note-taking exercises <i>Reader’s Choice</i> - Chapter 1 (cont’) <i>Building College Vocabulary Strategies</i> – Chapter 3	<b>Journal 1:</b> Our library (How to navigate the library electronically) <b>Assignment 1:</b> Discourse Focus	
3	<i>Reader’s Choice</i> – Chapter 2 “Globalization” – “Memoir” (short) <i>Building College Vocabulary Strategies</i> – Chapter 4	<b>DB 2:</b> Advantages & disadvantages of a bilingual dictionary? <b>Assignment 2:</b> Memoir Writing	
4	<i>Reader’s Choice</i> – Chapter 3 “Newspaper Advertisements” <i>Building College Vocabulary Strategies</i> – Chapter 5	<b>Journal 2:</b> Comparing and contrasting newspaper ads	<b>Quiz 1</b>
5	<i>Reader’s Choice</i> – Chapter 4 “Educational Policy” / “Psychology”	<b>Speaking Activity 2:</b> Storytelling-Education policies from my own country (video). <b>DB 3:</b> The ideal educational environment	
6	<i>Reader’s Choice</i> - Chapter 5 <i>Building College Vocabulary Strategies</i> – Chapter 5	<b>DB 4:</b> Different Kinds of Smart: Multiple Intelligences produced by Bob Rossbach, fl. 2002, in Learning Classroom: Theory Intro Practice, 4 <i>Streaming Video</i>	
<b>MIDTERM</b>			
7	<i>Reader’s Choice</i> - Chapters 6 and 7 “Economics” & “Charts / Graphs” <i>Building College Vocabulary Strategies</i> – Chapter 7	<b>Assignment 3:</b> Excel Intro & Charts ( <i>digital workshop and exercises</i> )	
8	<i>Reader’s Choice</i> - Chapter 8 “Business”	<b>Journal 3:</b> What role, if any, the government should play in telling the size family to have?	<b>Quiz 2</b>
9	<i>Reader’s Choice</i> - Chapter 9 Bus Schedule <i>Building College Vocabulary Strategies</i> – Chapter 8	<b>Speaking Activity 3:</b> Persuasive Speech – GM Food in El Paso (video).	
10	<i>Reader’s Choice</i> - Chapter 10 “Genetic Engineering” <i>Building College Vocabulary Strategies</i> - Chapter 9	<b>Journal 4:</b> #gmfood In a visual way (e.g. cluster format, table, graph, etc.) describe your position on the issue of whether or not genetically engineered crops should be grown. Use the hashtag to see others’ opinions.	

11	<i>Reader's Choice</i> - Chapter 11 "Road Map" <i>Building College Vocabulary Strategies</i> – Chapter 10	<i>Start thinking about your final project.</i>
12	<i>Reader's Choice</i> - Chapter 12 Anthropology <i>Building College Vocabulary Strategies</i> - Chapter 11	<b>Journal 5:</b> How can good people, ordinary people, do very bad things?
13	<i>Reader's Choice</i> - Chapter 13 "Psychology" <i>Building College Vocabulary Strategies</i> (review)	<b>Assignment 4:</b> Summarizing a research article – <i>The Milgram Experiment</i> <b>DB 5:</b> Do you believe people are "authority prone," that is, that in the right circumstances, almost everyone will follow orders?
14	<i>Reader's Choice</i> - Chapter 14 "Short Story" <i>Building College Vocabulary Strategies</i> (review)	<b>Speaking Activity 4:</b> Creating a story from the words I learned (video).
15	<b>FINAL EXAM</b>	

### Due Dates

<b>Discussion Boards</b>	Thursday by 11:59 pm <b>(individual entries)</b>
	Sunday by 11:59 pm <b>(replies to classmates)</b>
<b>Speaking activities</b>	Sunday by 11:59 pm
<b>Journals</b>	Thursday by 11:59 pm
<b>Quizzes</b>	Thursday by 11:59 pm